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ABSTRACT

A remedial program was planned for reading-disabled third- through eighth-grade children of average or above-average general ability in Marion County, Florida, an area which has a predominately rural, low income population. This handbook describes program goals, staff responsibilities, scheduling, grouping, screening, diagnosis, instruction, materials, and facilities. Appended are the following documents: referral form, home information report, sentence completion form, interest inventory, experience inventory, directionality exercises, dominance tests, and a student reading profile. (CM)

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HANDBOOK
FOR
SPECIAL READING PROGRAM

DEVELOPED BY

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WITH THE AID OF THE
SPECIAL READING TEACHERS

RE 002 321

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INTRODUCTION

Marion County, which is predominately rural, depends upon those economic activities which bring money in from outside the county. The per capita income of $1,818.00 for Marion County is lower than the Florida averages as of 1967. It is estimated that in the school year 1969-70 Marion County will have 3,988 children enrolled in school from homes with incomes of less than $2,000.00 yearly. This is about 26% of the population.

The 1960 census indicated that 33.6% had completed high school or more. The median grade attended was 9.5.[1]

The last achievement test administered in Marion County, the Stanford Achievement Test, indicated that the majority of children fall below the 50th percentile.

On the basis of test results and a survey of the school population needs, it was decided that thirty (30) reading teachers would serve the needs of twenty-five (25) schools, grades 3 through 8.

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1 Application for Federal Assistance for the Education of Children from Low-Income Families: ESEA Title I; P.L. 89-10, Fiscal Year 1969-70, (Marion County Board of Public Instruction, 1969).

GOALS OF THE PROGRAM:

General Goals:

In light of the preceding facts a remedial program designed to improve reading abilities, improve attitudes toward books, and increase interest in learning, would eventually lead to higher education attainment and improved financial conditions of the future Marion County adults. Therefore, the general goal of the reading improvement program is to improve the reading skills and attitudes of those children who are considered disabled readers. The program will help children develop the reading skills necessary for adequate academic achievement.

Many children of average, or above average, intelligence have reading disabilities. It is the purpose of our program to:

1. find the children of average, or above average, ability with reading disability;

2. diagnose the disability;

3. begin correction.

Since it is believed that the children with average, or above average, ability, who have reading problems, will gain the most benefit from the remedial reading sessions, only those children with I.Q.'s of 90, or above, will be accepted. However, further tests will be administered if there is some reason to doubt the recorded intelligence test score.

Specific Goals:

I. To provide pupils with materials and guidance needed to eliminate reading problems and to stimulate them to use these independently.

   A. Understandings

      1. To help the pupil to define his reading problem specifically.

      2. To help the pupil understand the need for consistent discipline and routine.

   B. Activities

      1. To provide variety and quantity in reading materials.

      2. To help the pupil make his own equipment.

C. Habits

1. To get to know the individual student and to help him to know himself.

2. To teach the student to keep his own records and to chart his own progress.

II. To develop the desire to read

A. Attitudes

1. To instill the idea that "all reading is not a book's worth".

2. To help the student to build upon his own resources.

3. To provide recognition and reward for small advances.

B. Activities

1. To read aloud to the pupils.

2. To encourage and allow the pupils to read aloud to others.

III. To develop attitudes that are favorable toward reading.

A. Attitudes

1. To show the pupil respect and help him to respect himself.

2. To allow the student to talk and to listen to him.

B. Adjustments

1. To allow the pupil to move about to make noise.

2. To repeat instructions as much as necessary without impatience.

3. To teach the student to attack a problem in many ways.

C. Activities

1. To play reading - related games.

2. To dramatize stories and scenes.

3. To browze and handle books freely.

4. To use pictures to learn concepts.

IV. To teach and refine skills that will provide sequential growth in reading.

A. Skills

1. To learn speech and language skills.

2. To learn visual and auditory discrimination skills.

3. To learn visual and auditory memory skills.

4. To learn correct eye movement.

5. To learn word attack skills.

6. To learn comprehension skills.

7. To learn vocabulary skills.

8. To develop oral experiences.

9. To develop written expression.

B. Activities

1. To answer questions.

2. To describe pictures.

3. To retell stories.

4. To describe activities.

5. To tell how to do or make something.

6. To recognize, reproduce and determine meanings.

7. To memorize stories, sentences, and words.

8. To associate sounds with letters.

9. To build experience chart stories.

10. To read to

a. get the main idea.
b. follow directions.
c. draw conclusions.
d. formulate opinions.
e. answer questions.
f. retain information.
g. appreciate
h. get pleasure

STAFF RESPONSIBILITIES:

The Principal

Reading improvement carried out by a qualified reading teacher is an important service to the school, the children, and the community. It should be considered in the overall plans of the school. The principal can help by providing the leadership his faculty may need in understanding the function of the special reading teacher. The special reading teacher has had some specialized training in reading instruction and will devote her full time to the special reading program. Referrals should be reviewed by the principal, the reading teacher, and the classroom teacher making the referral.

The Classroom Teacher

Each classroom teacher will be responsible for referring eligible students for screening. She should try following up the reading teacher's work in her own classroom. Frequent conferences should be held with the reading teacher about the progress of the student.

The Special Reading Teacher

Each reading teacher will be responsib'e for the final screening process, keeping individual teachers informed about pupil progress, correction of reading problems, evaluation of student progress, and reporting to parents.

SCHEDULING:

Length of Time

Length of time devoted to the session should depend upon the child's age, needs, maturity, and possibly the physical facilities available to the teacher. These classes should not conflict with high interest activities, such as art, music, etc. However, the length of the period generally should not be longer than forty-five minutes. This should provide at least twenty-five minutes instruction, allowing for time coming and going, and private conferences. Consideration should also be given for short intervals of preparation time between classes. This would allow the teacher time to organize for more efficent use of instruction time. Some time should be provided during the day to allow for meeting with individual cases, unscheduled activities, teacher conferences, etc. Classes should be at least twice a week. The special schedule of the reading teacher can best be developed through the cooperative effort of the faculty, principal, and special reading teacher.

Size of Class

In the best interest of remedial cases, the reading teacher should meet with only one to six children at a time. This will insure ample time for meeting the needs of each child depending again on age, reading problems, and maturity.

Case Load

An ideal case load for each teacher would be thirty, however, fifty is the maximum case load we can expect any individual to handle. This will probably over-burden the teacher and make her work somewhat less effective.

GROUPING

The grouping procedures will be left up to the individual reading teacher, the principal, and the classroom teachers. A plan should be developed that meets the needs of the particular school. The reading groups may be arranged in various ways, determined by the needs of each school.

Achievement Grouping

Groups may be formed according to reading levels. Test results, or individual reading records, may be used in placing the child.

Grade Placement

This method of grouping is the easiest because it draws all the children from one class at the same time.

Reading Disability Grouping

Pupils may be grouped according to their disability as determined either by the teacher or the learner.

Interest Grouping

Children with interests in common may be grouped together. Such a group may be encouraged to select reading materials related to their special interests.

THE SCREENING PROCESS

The screening process is the first of a series of steps to be taken in the correction of a problem. This process is divided into three steps; the preliminary, the intermediate, and advanced screening. The purpose of this arrangement is to eliminate as many ineligible referrals as possible, thus saving the reading teacher time that could better be used in other ways. Each classroom teacher should make referrals as the need for special instruction becomes apparent.

Recognizing that all children will not benefit from remedial reading, the criteria are below:

1. At least a 90 I.Q., or average or above average intelligence as judged by the classroom teacher.

2. At least one year below expected grade level in reading achievement in grades 3 and 4 and two years below in grades 5 through 8.

3. Willingness on the part of the child to participate.

Recognizing that I.Q. scores are not always an accurate appraisal of the child's ability, the screening process allows teachers to make referrals if they have good reason to believe the score is inaccurate.

Referrals are to be made on standard referral forms. (See Appendix)

The Preliminary Screening - The Classroom Teacher

The classroom teacher must be aware of the criteria for admission to the program so that referrals made will be only those who need and will benefit from remedial reading instruction. The child whose intelligence test score reasonably represents his level of achievement in reading, no matter what the I.Q. is, is not a remedial problem.

Often I.Q. scores do not accurately represent the child's ability and sometimes these scores are not available. The teacher may feel the child is capable of a higher level of work. Therefore, the teacher must examine other factors. She should examine the list of characteristics below:

1. The Pupil:

   _____ Has evidenced good learning capacities in certain activities not dependent upon reading. Special interests, hobbies, school subjects like mathematics construction work.

_____ Shows better vocabulary development in conversations than in reading.

_____ Observes and points out essential aspects of things in the case of pictures, objects, social situations, ideas.

_____ Notes similarities and differences. Is able to utilize comparisons and contrasts in thinking.

_____ Detects absurdities in situations; e.g. in cartoons, stories, or happenings in real life.

_____ Comprehends meanings, sees implications, or offers interpretation of experiences.

_____ Demonstrates ability to plan activities and foresees probable happenings.

_____ Remembers facts which are important or significant.

_____ Solves problems by logical or systematical methods.

If the child seems to function normally in several of the above and seems to have potential to acquire the skills of reading, but has a reading disability, recommendation should be made for further testing.[1]

The teacher may also compare the reading chievement score on the Stanford with the arithmetic computation score. If the arithmetic score is much higher than the reading score, then the child should be referred for further testing.

When the mental age of the child is one year or more above the reading age, recommendation for further testing should be made.

It is to be kept in mind that children whose I.Q.s fall below 90 will not be accepted into the program UNLESS there is evidence that the score is not accurate.

Intermediate Screening - The Principal's Responsibility

It is important to carefully review each referral. The principal should go over the referrals with the classroom teacher and the reading teacher. Children with I.Q.s below 90 will not be accepted unless there is a reason to doubt the reported I.Q. score. Consideration should be given to the amount of disability or reading lag that exists, keeping in mind that in grades 3 and 4 the child should read one or more years below expected grade level before a referral is made. In grades 5 through 8 the amount of retardation should be two or more years.

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1 Jack Cohn and Stella M. Cohn, Teaching the Retarded Reader (New York, 1967) page 24.

Careful examination should be made of the reading achievement score and the arithmetic comutation score on the Stanford. If sufficient differences exist between the two scores, referral may be made on this basis.

If children with severe emotional problems are referred by the classroom teacher, careful consideration should be given to whether or not they are in need of reading or psychological help. The main criteria for referral should be the need for reading help. In most instances the reading teacher should not be expected to cope with severe emotional problems if there is no need for reading remediation.

Advanced Screening - The Reading Specialist

The remedial reading specialist will perform the advanced screening. It is necessary that as many screening procedures be used on each child as is feasible.

Review of the cumulative folder should be made. It should be examined for the test scores, attendance record, and teacher comment. The screening done by the classroom teacher and the principal should be reviewed at this time.

The remedial teacher will administer an intelligence test. This should be a non-verbal intelligence test. When possible, an individual intelligence test will be administered. Comparisons will be made between the scores on the intelligence test and the score on the reading achievement test. Sometimes when there is inadequate test data, it will be necessary to work with the child for a period of time until the reading teacher can make some judgement about the child's ability.

After the review of all material a conference should be held with the classroom teacher concerning the recommended child.

Then the reading teacher is to make a decision to accept or reject the child. This decision is to be made on the basis of all accumulated information.

DIAGNOSIS

The most successful remediation can be expected when as much as possible is learned about the problem reader, and when this information is considered in making the diagnosis. This suggests a continuing diagnostic practice as remedial teaching elicits new insights.

Information gathered by formal and informal techniques should concern the physical, intellectual, personality, and educational factors which are known to influence reading. These factors should be continuously interpreted and weighed to provide for an ongoing and productive scheme for helping to overcome reading difficulty. The reading teacher in interviewing each student may know interests, attitudes, attention, handicaps, which may provide clues to difficulties--emotional, cultural, economic, or otherwise. In addition, information from cumulative and health records and classroom teachers may further understanding of individual difficulties. In some instances, details may be desired from parents.

A suggested routine of diagnostic procedures might include:

1. Family history
2. Interest and/or experiences inventory
3. Visual survey (with special attention to near point vision)
4. Raven matrixes
5. Peabody Picture Vocabulary Test
6. Spelling tests
7. Wepman Auditory Discrimination Test
8. Dolch basic sight vocabulary
9. Durell analysis of reading or other similar analysis
10. Directionality Checks
11. Standardized tests
12. Sentence completion form
13. Informal reading inventory

The home information report is helpful in organizing information about the child's background. This information may be gathered from various sources and may help the reading teacher gain some insight into the child's background, family life, and the attitudes of the parents toward reading and toward the child. Social workers may help by sharing their information on certain families. Visits to homes are encouraged Tact should be exercised in gathering and using such information. A sample of the home information report is in the appendix.

The incomplete sentence projective test may reveal something of the child's character, problems and attitudes. If used, it should be interpreted with caution as simply one bit of additional information. A sample is in the appendix.

The Interest Inventory and/or Experience Inventory may be helpful in determining the child's interest so that these interests may be used to make reading more attractive to the child. Samples may be found in the appendix.

The Raven Matrixes, Benton Visual Retention Test, the Peabody Picture Vocabulary Test, are available from the office of the special reading program.

As reading disability is often part of a pattern which includes poor spelling and handwriting, it may be indicative to note the student's proficiency in these areas.

Each child should have an auditory accuity test if he has not recently had one.

Each child should also have an auditory discrimination test. The Wepman Auditor Discrimination Test may be administered.

A knowledge of the child's command of the basic sight vocabulary is useful to the reading teacher. A set of cards which can be dealt into known and unknown piles creates more interest and less boredom than simple word lists.

If no formal analysis such as those by Durell, Spache, or Gates is available, an informal inventory should be given. A sample may be obtained from the office of the Special Reading Program.

Test of dominance may be given, since mixed dominance seems to be a factor in reading disability. Tests are in the appendix.

The reading skills assessment will be made by the reading teacher using Stanford Reading Diagnostic Tests. In severe reading disability cases, the Gates-McKillop Reading Diagnostic Test, or other equivalent test, will be given by a qualified person. All are available from the office of the Special Reading Program.

After all the pertinent information has been gathered and synthesized, a reading profile must be developed for each child. There are two sections to the profile. One is a daily record of the diagnosis and the treatment. It might be considered the daily lesson plan for that individual child. The second part of the reading profile represents the summary of the diagnosis and treatment. At the end of the school year the summary sheets will be attached to the pre and post test of the Stanford Reading Diagnostic Test and placed in the child's cumulative folder. An example of the profile is in the appendix.

When collecting information on the child it is not always necessary to gather every little fact about him. It is not usually necessary to use all the forms in this plan to each child. The diagnosis must be efficient. Only the necessary information should be collected. These principles should be kept in mind while the diagnosis is being carried out:

1. A diagnosis is always directed toward formulating methods of instruction.

2. A diagnosis involves far more than appraisal of reading skills and abilities.

3. A diagnosis must be efficient, but go only as far as necessary.

4. Only pertinent information should be collected, by the most efficient means.

5. Whenever possible, standardized test procedures should be used.

6. Informal procedures may be required when it is necessary to expand a diagnosis.

7. Diagnosis should be arrived at through compilation of all information.

8. The diagnosis must be continuous.

REMEDIAL INSTRUCTION

After the initial diagnosis is completed, the reading teacher will have some idea of the child's mental ability, a clue to the extent of reading retardation and some idea of the specific disability.

When developing a program for each child the reading teacher should keep in mind the following principles:

1. The program must be based upon the child's instructional needs. Through diagnosis the teacher has gained insight into the child's instructional needs. She has also become familiar with the child's interests. Using the information she has collected about the child, she will develop a program of correction to meet that child's needs.

2. The program must be highly individualized. Children with reading disabilities may exhibit similar problems, but each child will have a different combination of problems. Each child's program of correction must be different. Some techniques of instruction will be highly effective with one child, and a complete waste of time for another.

3. The teacher must begin instruction at the child's level. The reading materials should always be something the child is capable of reading. Before a teacher teaches a particular skill she should find out if the child has mastered the skills that precede the new one. Systematic instruction is required.

4. The child should be made aware of his progress. This may be done through charts, graphs, or records that the teacher keeps on the child. However, this does not mean the children should be compared to each other, or put in competition with each other. These children need to feel successful. Confidence usually needs to be built. Discuss the child's problem honestly with the child. Emphasize the child's strong points. Try to explain very simply how you plan to help him. Be optimistic.

5. Sound teaching practices should be used. A small group remedial session might follow this outline:

    a. Group motivation
    b. Skill development for all students
    c. Group session, discussion, learning, experience, or question period
    d. Carefully planned independent reading
    e. Independent seat work
    f. During seat work the teacher works with pupils individually
    g. Review class work

MATERIALS

Basic Materials

The materials listed below represent the minimum essentials that the reading teacher should have on hand:

Complete set of basal readers with two or three copies of each reader and Teacher's Edition

Word Cards

Basic Skill Workbooks

High interest/low vocabulary books

The reading teacher should also have many of the same supplies that the classroom teacher has. For example: crayons, art paper, writing paper, paste, scissors, etc.

Shared Materials

These materials will be shared with other teachers in a school, or with other teachers in the county:

Tape Recorders	Language Master
Filmstrip projector	Record Players
Individual filmstrip viewers	Listening station
Overhead projectors	Flash-X
Movie projectors	Games
Controlled readers	

A variety of materials is needed. It is important that each pupil can find something that will challenge his interest and that is suitable for his level of reading achievement. The reading teachers will find it necessary, in many cases, to develop their own materials, such as experience charts, rewritten material and original devices, worksheets, and games. Teachers should develop numerous devices that will serve to reinforce reading material. Pictures, newspaper clippings, and cartoons may all be of some value.

THE READING ROOM

It is hoped that each school will be able to provide a classroom for each reading teacher. Since this is not always possible, the following factors should be considered in locating a place for the reading teacher:

1. A quiet area allowing only a minimum of distraction or interruption.

2. A space large enough to comfortably seat 6 children and 1 adult. The best situation would be to have a space sufficient for 20 or more persons at one time, to provide for free movement for such activities related to reading as art projects, individual projects, writing, drama puppet plays, etc.

3. Adequate lighting

4. Adequate ventilation

5. Adequate workspace

6. More than one electrical outlet

TERMINATION OF REMEDIAL INSTRUCTION

The child should be released when his level of reading achievement is brought up to this regular class level. At this point the reading teacher will return the child to the classroom teacher's full care. However, the classroom teacher and the remedial teacher should continue to confer on the case until it is obvious that the child will continue to develop at a rate that is considered adequate for a child of his ability.

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1. Summary of Case
2. Daily Plan

REFERRAL FORM

TO BE COMPLETED BY REGULAR TEACHER

School _____ Teacher _____ Grade _____ Sex _____

Child's Name _____ Birthdate _____ Age _____

Why was child referred: 1. Reading Below Grade Level? _____ Approximately how far below grade level?_____ 2. Reading Below his Intelligence Level? _____.

How is his Achievement in Other Subjects?_____

How does he rank in the regular reading class? (Lowest of Bottom Group, etc.) _____.

What reading materials is he presently using?_____

What are some of his specific weaknesses or needs in reading? _____

How does his attention span compare with the other children's?_____

Is he a behavioral problem in the class or in a small group?_____

Does the child have any physical or emotional problems that the remedial teacher should be aware of when instructing him?_____

Is his reading problem a great enough handicap to him that he should be scheduled for individual instruction at a special time?_____

HOME INFORMATION REPORT

Name:

Age: Date of birth: Place of birth:

Father's age: Mother's age:

Father's nationality: Mother's nationality:

Parents are (check one):____ living together; ____ separated; ____ divorced; ____ dead____ Father, _____ Mother.

Put a ring around the last school grade attended by:

Father: Grades 1 2 3 4 5 6 7 8 High School 1 2 3 4 College 1 2 3 4 5 6

Mother: Grades 1 2 3 4 5 6 7 8 High School 1 2 3 4 College 1 2 3 4 5 6

Father's special interest _____

Mother's special interest _____

Names and ages of other children that are in the family:

What language is spoken in the home?

Which schools has the child attended: (Years attended)

How often has the child failed in school?

What are the child's special abilities?

When did the child begin to walk?

What are the parents' plans for the child's future?

When did the child begin to talk?

Has the child had any speech troubles?

Which hand did the child use first? (circle one) right left both

now: right left both

Did anyone change the use of his hand?

When does the child go to bed? Get up?

What does he do with his free time?

Home Information Report (con't.)

Does the child like to read? Does he read at home?

Do the parents spend much time with the child?

With whom does the child like to spend his time? (Check below)

_____ Children his own age _____ Other adults

_____ Parents _____ Older children

_____ Younger children _____ Nobody

Which newspapers are in the home?

Which magazines are in the home?

How many books?

Economic status: (underline one) good; fair; poor.

List sicknesses the child has had.

What operations has the child had?

What accidents have happened to the child?

Home Information Report (con't.)

Parents' Rating of the Child

Draw a ring around one of the four figures. 1 means high, 2 means average, 3 means low, ? means you are not sure.

I Health

1 2 3 ? General Health

1 2 3 ? Eyes

1 2 3 ? Free from colds and sickness

1 2 3 ? Ears

1 2 3 ? Strength

1 2 3 ? Sleep habits

II Social

1 2 3 ? Takes part in school activity

1 2 3 ? Popular at school

1 2 3 ? Plays with many children

1 2 3 ? Kind and thoughtful with other children

1 2 3 ? Can depend on him

1 2 3 ? Interested in school

1 2 3 ? Shares with others

1 2 3 ? Polite

III Mental

1 2 3 ? Intelligent

1 2 3 ? Directs himself

1 2 3 ? Ability in music or art

1 2 3 ? Ability with machines

1 2 3 ? Talks well

1 2 3 ? Does school work well

IV Emotional

1 2 3 ? Happy

1 2 3 ? Calm

1 2 3 ? Tells truth

1 2 3 ? Free from nervous habits

1 2 3 ? Can see a joke

V Work Habits

1 2 3 ? Works hard

1 2 3 ? Orderly and neat

1 2 3 ? Works well alone

1 2 3 ? Works well with others

---

* William Kottmeyer, Teacher's Guide to Remedial Reading (St. Louis, 1959), p. 34.

SENTENCE COMPLETION FORM

On the lines below are some sentences that are started but are not finished. Complete each sentence to tell how you really feel. Let's try an example. Suppose the sentence reads this way:

Today I want to _____

To complete this sentence you might say "play ball," "get a good grade," "finish my homework early so I can go to a show," or many other things, depending on what you really want.

Now start with the first sentence below, telling how you really feel. Do every one. Be sure to finish the sentence. There is no right or wrong answer.

1. Compared with most families, mine _____
2. I am best when _____
3. My schoolwork _____
4. Someday I _____
5. Studying is _____
6. Many times I think I am _____
7. I learn best when _____
8. If someone makes fun of me, I _____
9. Mothers should learn that _____
10. When I look at other boys and girls and then look at myself, I feel _____
11. A nice thing about my family _____
12. Homework is _____
13. When I grow up, I want to be _____
14. Some of the best things about my class are _____
15. I get in trouble when _____
16. I wish my father _____
17. Learning out of books is _____

18. If I could be someone else, I _____

19. If only teachers _____

20. When I am by myself _____

21. When I talk about school, my mother _____

22. To keep from getting into a fight, you must _____

23. I am happiest when _____

24. To get along well in a group, you have to _____

25. Fathers should learn that _____

26. I can't learn when _____

27. I wish my mother _____

28. Making friends is hard if _____

29. What I like to do most is _____

30. If I should fail in school _____

31. When I look in the mirror, I _____

32. My family treats me like _____

33. In class, working by myself is _____

34. When I am older _____

35. Some of the worst things about my class are _____

36. A mother is nice when _____

37. When I talk about school, my father _____

38. Most of all I want to _____

39. I get mad when _____

40. A father is nice when _____

41. In class, working with others _____

42. At home I _____

43. I often wish _____

44. My teacher thinks I am _____

45. If I were a parent, I _____

46. This school _____

INTEREST INVENTORY

NAME_____AGE_____

GRADE_____SEX_____DATE_____

1. If you had three wishes, what would they be?

   a._____ b._____

   c._____

2. What would you do with $5,000?_____

3. What are your pet peeves?_____

4. Have you any special classes in art, music, etc.?_____

5. What kind of person would you like to be when you are older?_____

   _____

   Greatest person_____Favorite person_____

6. What pets do you have?_____

   Favorite animal_____

7. What clubs do you belong to?_____

   What kind of clubs would you like to belong to?_____

8. What are your hobbies?_____

   Sports and games_____

9. Do you work for pay?_____How do you spend your

   money?_____

10. What part of the newspaper do you read?

____ Sports news	____ Headlines	____ Advertisements
____ Comic strips	____ News Pictures	____ Crime Section
____ Editorials	____ Financial News	____ Columnists
____ Movies	____ War news	____ Political

11. How much do you watch TV a week? ____How often do you go to the movies? ____
    What kind of movies and programs do you enjoy?_____

____ Adventure	____ War	____Murder Mysteries
____ Love	____ Travel	____Western
____ Musicals	____ Comedies	____Cartoons
____ Serious	____ Family	____Sad

INVENTORY OF EXPERIENCES *

Name_____Age _____

School Grade_____Teacher_____Date_____

1. Home environment:

   a. What things do you do with your father or mother?

   b. Names and ages of brothers and sisters.

   c. What things do you do with them?

   d. Do you have parties at home?

   e. To you have a radio at home? A television set?

   f. Tools and toys at home?

   g. What are your regular duties at home?

   h. Do you have a weekly allowance?

   i. What pets do you have?

   j. What things do you like best about your home life?

2. Activities outside school:

   a. What do you do:

      (1) After School?

      (2) In the evening?

      (3) On Saturday and Sunday?

      (4) On vacations?

   b. Do you work for pay?

   c. How do you spend your money?

   d. What are the names of your close friends?

   e. What do you do with your friends?

   f. What kinds of clubs or youth groups do you belong to and what do you do there?

Inventory of Experiences cont'd.

3. Recreational Activities:

   a. How often do you go to the movies?

   b. What movies do you like best?

   c. What games do you play with neighborhood children?

   d. Do you go to:

      (1) Ball games?

      (2) Concerts

      (3) Circuses?

      (4) Picnics?

      (5) Amusement parks?

   e. What do you like best, to play with other boys and girls, or by yourself?

   f. What hobbies or collections do you have?

4. Excursions and Travel:

   a. Have you been to:

      (1) A museum?

      (2) A zoo?

      (3) A summer camp?

      (4) A farm?

   b. Have you been:

      (1) Outside your home town?

      (2) To another state?

      (3) To the seashore?

      (4) On a long vacation trip?

Inventory of Experiences cont'd.

5. Intellectual and Special Activities:

   a. Have you had any special classes in:

      (1) Music?

      (2) Dancing?

      (3) Church school?

      (4) Art?

   b. What kinds of books or stories do you like to read?

   c. How frequently do you get books from the library?

   d. What books and magazines are there at home?

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* Guy L. Bond and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction (New York, 1957), pp. 237-238.

Directionality EXERCISES

1. Bimanual Circles--Ask the child to practice making good circles at the blackboard or easel using both hands simultaneously. Practice him with circles in a clockwise manner, counter-clockwise, left clockwise-right counter-clockwise, and the reverse. The circles should be apprixiimately the same size, well-rounded and employ a full-arm movement. A variation of this exercise may be the Lazy-8, a large horizontal eight traced in one continuous movement from either direction, with either hand.

2. Bimanual Straight Lines--The teacher places a large circle of dots on the blackboard or easel with a large center dot at the height of the child's eyes. The dots around the circle are lettered or numbered, or if the child cannot read these symbols, the teacher indicates the two dots for the starting points. The child then tries to draw with both hands from two dots on opposite edges of the circle to the center dot, or the reverse, from the center to two opposite outer dots. Extend this training so that the child can draw simultaneously from any two dots to the center or the reverse. The lines should be drawn at once, straight and quickly, once the starting points have been identified. Dots scattered in any order on the blackboard, to be connected with straight lines is a sound, unimanual extension of this type of exercise.

3. Dot Pictures - Drawing from dot to dot to from the outlines of objects is another directionality exercise found in some readiness workbooks and children's playtime or coloring books. These are desirable near-point unimanual exercises only if the child is held to a standard of straight, fluent movements.

4. Visual Projection--Directionality training should be extended to include visualization of objects, distances, and directions. Games of describing his route to and from school, to the store or church, or while on a common auto trip, which required the child to visualize and describe direction are excellent. Other variations include describing the directions necessary to complete an errand at school or home, or the contents of a room or a store.

5. School Skill Tracing Board - Dr. G. N. Getman has developed a tracing board and a sequence of line patterns to aid young children develop the fundamental eye-hand skills which underlie visual perception. This training has proven extremely useful for all children at the readiness level and for primary and intermediate grade children of normal or low mental ability whose academic development has been retarded. The board promotes the child's visual perceptions of size, shape, likenesses and differences, line direction and continuity which are fundamental to the visual discriminations needed in reading, arithmetic, and writing. Our personal experience in the reading clinic in the use of the board with retarded readers has shown dramatic development in accuracy of work recognition.

6. Almost any teacher can devise variations of these basic directionality exercises by using his imagination. He must keep in mind that the primary purposes are to produce recognition of directions, pursuit of these directions by coordinated hand and eye movements and, eventually, the ability to verbalize directions or translate directions into words.

7. These exercises, as well as those that follow, are not designed exclusively for beginning readers. Many poor readers, of all ages, show their need for directionality training by excessive regressions or repetitions and losing their place. Among these children, those who are reading at first grade or higher level will benefit from the inherent directionality training of the Controlled Reader. The exposure of words by a moving slot in this device urges the reader toward the formation of a stable, left-to-right eye movement pattern.

Ocular Motility

1. Swinging Ball-- Suspend a small rubber ball (or any similar object) from a doorway, a light fixture, or the hand, at the child's eye level. Gently swing the ball to and fro, in a circle, and from side to side a foot or two from his face, while he follows it with his eyes. To vary this exercise, hang the ball about three feet from the floor, and have the child watch it while lying directly beneath it. Or, have the child try to follow movement of ball with a jar four or five inches in diameter, without hitting sides of jar. This can be varied by asking child to reach out with his forefinger to touch the ball in flight, from beneath or the side.

2. Finger Play -- Have the child jump his eyes back and forth to the tip of each of your or his forefingers, held a foot apart at a foot from his face. If he needs assistance, pace his eyes with your finger swinging slowly between the tips of his forefingers.

3. Flashlight -- To vary these straight line and rotary pursuits, use a small flashlight or other bright object in place of the ball or fingers. Or, have the child point with a flashlight to crosses on blackboard arranged in a large circle. He holds flashlight at side, points on signal.

4. Point to Point -- Hold a pencil 12 to 14 inches from the child's face, and have him look from the pencil to a picture on the wall. Be sure that he sees each clearly when his eyes are at rest on either target. As this exercise becomes easier, move the pencil closer to his face. Or, using primer or pica typewriter, prepare two sheets of capital letters in rows, five spaces between each letter. Hold the sheets in each hand, and have him jump his eyes back and forth from letter to letter without moving his head. Have him move along the lines and down the page in this fashion.

Form Perception

1. Tracing around simple pictures, coloring within the lines, and cutting out simple forms are basic types of form discrimination. (But they are certainly not as necessary for all children as the extent of their use in readiness and reading workbooks would imply.)

2. Practice with tridimensional objects, such as puzzles, nested cubes, peg boards, and the like, is highly desirable. Peg board play can be varied by varying the picture the child tries to produce or reducing the number of pegs used for each object or form.

3. Tracing geometric forms, designs, words, or his own name on a magic slate or carbon paper fosters comparison and discrimination.

4. Provide templets of common geometric forms (cutouts of masonite or heavy cardboard) within which the child may draw at the blackboard, easel, or on paper. Help him to combine these tracings into common forms such as a house, fish, or chair, and

to discover the presence of these basic shapes in common objects and pictures. This approach has been intensively studied in the Winter Haven, Florida, schools as a means of helping poor perceivers (and achievers) acquire patterns and freedom of hand movement and skill in hand-eye coördination. Although the research data are incomplete at this time, the values of this procedure are obvious for the child needing basic guidance in form perception. Results of this approach to form perception are reported (21) to show that trained first graders exceeded matched controls by six to nine months in reading, four months in arithmetic computation; three to four months in spelling and seven months in vocabulary. Differences were greatest between matched low socioeconomic groups, but still marked in high socioeconomic groups.

5. Have the child attempt to draw forms, patterns, or shapes you put on the blackboard. After he has seen these for a few seconds, erase them and let him reproduce your drawing. Use simple geometric forms at first, then reduce size and increase complexity.

6. Encourage the child to make line drawings of persons, objects, and common events (and to tell the story of his drawings.)

7. As the child's accuracy in perception and discrimination of these basic forms increases, gradually reduce size of the task and approach word-like symbols and shapes. Use Perceptual Readiness filmstrips for the Tach-X machine, if one is available, or the perceptual training cards, Sets X-2, X-3, and X-4 for the hand Flash X. If a slide projector or overhead tachistoscope or opaque projector is available, make your own training materials of these various types.

8. As actual introduction to reading begins, pencil or chalk outlines of common words, emphasizing the ascending and descending letters and cued by context and initial letters or blends, should be used. Begin with pupils' names, your name, and objects in the classroom.

9. See such sources as Russell and Karp, Wagner and Hosier, and Kingsly for other training activities.

SELECTED TESTS OF LATERAL DOMINANCE [1]

Some General Suggestions:

1. If possible, the purpose of the testing program should be concealed from the child. The knowledge that an examiner is watching every move for the purpose of determining the preferred hand may make him so self-conscious that, to some extent, the purpose of the program will be defeated. The skilled examiner can do much to avoid this unfortunate situation by suitable comments adapted to the particular child. With younger children the "game" element can be stressed.

   Informal tests of handedness such as throwing and catching a ball can often be used to establish rapport with a child. Tests of this nature are often a valuable form of relief from the strain present in going through a reading diagnosis.

2. A battery of several suitable tests should always be used.

3. Unimanual and bimanual activities should be used. Some experts, however, consider the unimanual activities of greater significance, as it would appear that using both hands in cooperation introduces complicating factors that somewhat reduce the dominant place of the preferred hand in the manual relation.

4. In many of the tests, such as tapping or throwing darts, a "pretest" period is necessary before the results are to be considered. This pretest period is for the purpose of acquainting the subject with the materials used, and usually such data should not be considered in the final evaluation.

5. Some workers find it convenient to reduce the scores on certain unimanual tests to a ratio. This is done by dividing the right-hand scores by the left-hand scores. This procedure adds to the convenience of test comparisons.

6. In testing it is always important to see that the subject has both hands free, that the object presented is equally convenient for each hand, and that not enough time is given for the child to inhibit the impulse to use one hand and to purposely switch to the other.

7. In obtaining a case history, the worker should always be guided by the best practices. It may be helpful to secure definite information on the handedness of near relatives, the appearance of speech and hearing difficulties in the child or in near relatives, the identification of the dominant hand in babyhood, school and home pressure that may have caused a switch from one hand to the other. The worker should also ascertain the child's attitude toward his handedness, the family's attitude toward his handedness, and specific procedures used to adapt the environment to the needs of the left-handed child.

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[1] From Teachers College Reading Center, Columbia University, New York, N. Y.

Lateral Dominance
INTERPRETATION:

1. Hand dominance may vary from 100% preference to such a low type of strength that clear-cut differentiation from the non-preferred hand is difficult.

2. Environmental influences have undoubtedly played a part in determining hand preference for certain acts.

3. There is no good scientific evidence to prove or disprove the theory that mixed hand-eye dominance, or changing from one hand to the other has contributed to confusions in the language functions. The worker will be on the safe side if he makes an effort to locate the source of the trouble elsewhere, but is alert to possible difficulties.

TESTS OF HANDEDNESS:

1. Throwing: Many variations

   Many variations of this procedure have been used successfully.

   a) Ask the child to stand 15 feet from a waste basket, and throw a ball into it. Note the hand used.

   b) Ask the child to throw a soft rubber ball at the door of the examining room. Note the hand used.

   c) Dart throwing: Materials--darts, a target with numbers in it and a score sheet.

      Procedure: Say to the child. "This is a game to see how well you can throw. Stand with your feet right here, hold the dart like this, and then throw it this way. See? Mine is on the circle which has ten on it so I get ten points." Care should be taken not to place the darts in the child's hand. Let him throw four darts, and then ask him to get all the darts from the target and throw them once more. Examiner then says, "Now let's see what the other hand can do. This is a race between two hands. Throw them with the other hand and we will keep score again."

   d) Playing "catch." Examiner notes the hand used in throwing.

2. Scissors test: Have the child cut along a line on a piece of paper. Unless he is ambidextrous, he will be able to cut successfully with only one hand.

3. Peg Board Test: Materials: A peg board with colored pegs. Directions: Examiner should say, "These little pegs each fit into a hole like this. We are going to see how many pegs you can put in a row by the time my watch tells me it has been one minute. Start when I say "Go". The pegs must be so placed that he can easily choose either hand. The child is cautioned to work with one hand only and to keep the other hand under the table. After the volunteer hand has worked a full minute, stop the child and count pegs. Then say, "Now we will let the other hand try it and this time the first hand must not help at all. This is another race between the two hands." Again count pegs after one minute.

4. Tapping: After a preliminary practice period, have the child tap on a piece of paper as fast as he can with a pencil, for twenty seconds. Quickly remove the paper and provide with a second sheet and repeat procedure. Remove sheet and repeat again. Repeat whole procedure with the non-preferred hand. Note the number of dots made in each 20 second interval for each hand. Some significance may be attached to a greater falling off in efficiency in one hand, than in another as well as to the total number of dots made by each hand.

5. Handwriting: An index to hand preference may be had by recording with a stop watch the time required to write the individual's name with one hand, and then with the other.

6. Strength of Grip: Use hand dyamometer. After a preliminary trial, ask the child to grip the machine as firmly as possible and record the reading on the dial. Give four trails with each hand alternating the hands to avoid fatigue. The hand exhibiting the greater strength of grip is recorded the preferred one.

7. Drawing: Give the child a piece of paper and tell the child to draw a horse first with his preferred hand. Turn the paper over and ask him to repeat the process with the other hand. Note the time consumed in making each drawing. Credit the child with the use of the hand in normal bisymmetrical fashion if the horse faces the left when drawn with the right hand and faces the right when drawn with the left hand.

8. Easy reaching: Place a small box in the middle of a table about five feet long and ask the child to get it. Note the hand used.

9. Energetic Reaching: Place a box at such distance that the child will have to stretch to get it. Note the hand used.

10. Receiving: Stand about two feet from the child and ask him to take a ball which the examiner holds in his hand. Note the hand used.

11. Batting: Have the child hold a baseball bat, or demonstrate how he would hold an imaginary bat. The dominant hand is near the batting end.

12. Sweeping: Have the cild sweep with a toy broom or demonstrate how he would sweep with an imaginary broom. Dominant hand is near the sweeping end.

13. Folding hands: Ask the subject to fold his hands. The thumb of the dominant hand is on top.

14. Have the subject write the numbers 1 to 7 on the blackboard in two vertical columns simultaneously using one hand for each column and at the same time looking at his toes instead of what he is doing. He should be urged to write rapidly.

If the child is unable to write, lay at his feet a card upon which is drawn in bold outline some simple, non-symmetrical figures such as a scalene triangle.

Instruct him to draw that figure on the board with each hand simultaneously. Urge him to draw rapidly while looking only at the card at his feet.

This test, to have diagnostic significance must show one or more of the following:

1. Greater accuracy of the non-preferred hand
2. A mirrored copy by the preferred hand.
3. A timing lead by the non-preferred hand
4. On repeated trials with the same or different figures, a tendency for the mirroring to be inconsistent for either hand.
5. A definite tendency for the more accurate drawing (by either hand) to be mirrored

("preferred hand" refers to the hand in skilled acts such as writing and throwing).

Samples of confused sidedness

Tests of Eyedness:

General Caution: The examiner should note the fact that in the case of some tests, the handedness of the child may influence the choice of the eye used in sighting. For instance, a left-handed, right-eyed child might hold a kaleidoscope up to his left eye due to the convenience of the position. It is therefore wise, in the case of certain tests, to give them two ways.

1) With the examiner holding the test materials.
2) With the subject holding the test materials.

1. Tube Test:
Materials: A simple tube made by rolling a piece of paper into a cylinder one inch in diameter. A mailing tube may also be used. Directions: Choose a small distant object of interest to the child. Give the tube to the child and instruct him to look at the object through the tube. Do not demonstrate how it is done. Note which eye is used for sighting. Repeat with the examiner holding the tube, and using a different object for observation. Again note the eye used in sighting.

2. Easter Egg Tests:
Materials: Two old fashioned sugar Easter eggs with "scenes" inside. The openings should be small. In the first test, let the child hold the egg and note the eye used for sighting. In the second test, the examiner should hold the other egg. Note the eye used for sighting.

3. Variations of test 2: These can be improvised using a kaleidoscope, or other toys of a similar nature.

4. Keyhole test: Ask the child to look through a keyhole of a closed door to see what is going on in the next room. Ask for a report. Note which eye is used.

5. Hole in a Cardboard. Materials: A piece of cardboard with an opening in the center one-half inch in diameter.
Directions: Instruct the child to hold the card in his two hands as far in front of him as he can reach. Tell him to keep on looking through the hole and moving it around until he can see the door knob. When the door knob has been located ask him to hold the card still, and keep looking right at the door knob. Then cover one of the child's eyes with a piece of blotting paper. Ask the child if he can still see the door knob. If the covered eye is the non-dominant one, the answer will be "Yes." The examiner then covers the other eye. If the eye covered is the dominant one, the answer will be "No." With older children it is well to give this test three times in three different ways.

1) holding card with both hands
2) holding card with right hand
3) holding card with left hand

6. Peephole Test:
Materials: Same as for test 5
Directions: Ask child to hold paper with both hands at arms length and to look at the examiner through the opening. Examiner notes eye seen through opening.

7. Have the subject stand across the room from the examiner, hold a pencil vertically at arm's length and so manipulate it that it falls directly in line with the examiner's right eye, the child being instructed meanwhile to keep both of his eyes wide open. The examiner notes which eye is covered by the child's pencil. Use repeated trial with both hands and both of the examiner's eyes. A right-handed, left-eyed person will have a tendency to place the pencil in front of the left eye.

Tests of Footedness:

1. Hopping: Ask the child to hop a certain distance on one foot. The foot used for hopping is the dominant one.

2. Kicking: Ask the child to kick a ball. Foot used for kicking is the dominant one. If a ball is not available, have him kick an imaginary football.

3. Walking up stairs: Foot placed on step first is the dominant one.

4. Energetic stepping: Have the child step on a chair or some other object too high to be negotiated without effort. Foot placed first is the dominant one.

THE READING PROFILE (Revised)

I. GENERAL DATA

Name_____ Age_____ Grade _____

Address_____

SOURCE OF REFERRAL

_____Records _____Teacher _____Pupil _____Other

Date admitted to Reading Program _____

Reading level at time of admittance_____

Date dismissed from Reading Program_____

Reading level at time of dismissal_____

REASON FOR DISMISSAL

_____Reading age up to MA_____Reading age up to school grade

_____Transferred to_____

_____Other (Specify)_____

II. SUMMARY OF READING DIAGNOSIS

III. READING TEACHER'S COMMENTS and/or ANECDOTAL RECORD

SCHOOL_____

DIAGNOSIS	PLAN OF REMEDIATION	RESULTS